WiDA Differentiation Examples (Grades 1 and 2) and Supports (all grades)

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| Level  1-2 | Level  3 - 4 | Level  5 -6 |
| **Listening** | **Listening** | **Listening** |
| **Pattern Books/Predictable Books**  Identify characters, places or objects from visuals and oral phrases in **illustrated** pattern or predictable books after **numerous recitations**  Match **visuals** of characters, places or objects with oral statements from **illustrated** pattern or predictable books after **numerous recitations**  **Supports**  Background building with pictures/illustrations/photos  Real world connections  Wait time  Use simplified, correct language  Teacher read aloud in small groups  Read alouds with repetition and or/paraphrasing  Read alouds with modeling/gestures by teacher  Multiple read alouds of same book  Think alouds to model process and language  TPR- total physical response  One step directions  Provide graphic organizers to complete with an oral reading  Use of illustrations/photos to show understanding  Partners  Small group with teacher/adult support | **Pattern Books/Predictable Books**  Compare/Contrast **visuals** of characters, places or objects from a series of oral sentences from **illustrated** pattern or predictable books after **numerous recitations**  Interpret **visual** connections between characters, places or objects in **pages read aloud** from **illustrated pattern or predictable books**  **Supports**  Background building with pictures/illustrations/photos  Real world connections  Wait time  Use increasingly complex language, paraphrasing as needed  Teacher read alouds in small groups  Think alouds to model process and language  TPR  Acting parts/role play to show understanding  Provide graphic organizers to complete with an oral reading  Whole group with scaffolding  Small groups  Partners | **Pattern Books/Predictable Books**  Draw conclusions about characters, places or objects from pattern or predictable books read aloud  **Supports**  Background building  Real world connections  Model and prompt increasingly difficult academic and grammatically complex varied language about both concrete and abstract topics.  Allow minimal errors  Provide graphic organizers to complete with an oral reading  Whole group  Small groups  Partners |

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| **Reading** | **Reading** | **Reading** |
| **Phonics**  Demonstrate awareness of unique sounds by **pointing** or through **gesture**s  Match voice to print by pointing **to icons, letters or illustrated words**  **Story Sequencing**  Sequence a series of **pictures** to tell stories  Matcha series of **pictures** that tell stories with sequence words (e.g., "first," "then," "last")  Pair illustrated features **or photographs of places or objects with** **icons** in non-fiction books **in small groups**  Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books **in small groups**  **Supports**  Extensive visual support  Build background and make connections to prior learning  High quality, age appropriate, lower reading level, content books  Pointing gesturing  Use props/acting to increase comprehension  Songs/chants  Big books  Pictures/illustrations/posters/charts  Word walls/phrases  Word/phrase cards with photo or illustration for definition  Match illustrations/pictures with words  Graphic organizers to show comprehension  LEA- language experience approach stories  Guided reading  Leveled readers- word/short sentence level with visual support/labels  Audio books  Sight word books  Theme vocabulary books  Teacher-student  Small groups | **Phonics**  Cross-check **pictures** with phonics clues **with a partner**  Cross-check **pictures** with phonics clues **with a partner**  **Story Sequencing**  Select **titles** that correspond to a sequence of **pictures**  Sequence a series of **sentences** to related **pictures**  Connect illustrated features or photographs of places or objects with **descriptive words or phrases** in non-fiction **books in small groups**  Categorize illustrated features of places or objects using **graphic organizers and sentences** in non-fiction **books in small groups**  **Supports**  Build background and make connections to prior learning  High quality, age appropriate, lower-reading-level books aligned with content curriculum  Graphic organizers  Big books  Sentence/rhyme completion  Pictures/illustrations  Phrase/title cards  Word/phrase cards with photo or illustration for definition  Match illustrations to phrases/sentences  LEA- language experience approach stories  Guided reading  Leveled readers-multiple sentence per pages with visual support/labels/simple headers and other nf features  Audio books  Small groups | **Phonics**  Predict words or phrases based on context cues in **grade-level text**  **Story Sequencing**  Sequence short paragraphs to tell stories  Summarize features of places or objects from multiple compound sentences in non-fiction books  **Supports**  Background building  Combination of grade-level texts (with scaffolding) and high quality, age- appropriate, lower level reading books aligned with content that provide visual support  Graphic organizers  Audio books  Guided reading |

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| **Speaking** | **Speaking** | **Speaking** |
| **Fiction**  Name people (e.g., "boy," "man") or objects depicted on illustrated covers of fictional stories **with a partner in L1 or L2**  Describe people or objects in titles and illustrated covers of fictional stories **with a partner in L1 or L2**  **Story Telling (Retell)**  Repeat new language related to story pictures or wordless picture books **modeled by teachers**  Describe people or places depicted in story pictures or wordless picture books **in small groups or pairs**  **Supports**  Yes/no questions  Pointing at correct answer  Wait time  L1  Teacher modeling/repeating  Provide sentence examples  Simple Wh- questions  Sentence/rhyme completion  Word banks  Illustrations  Concentrate on meaning rather than correctness  T-P-S with guidance and modeling  Small groups with teacher/adult support  Partners | **Fiction**  Predict ideas in storylines based on titles and illustrated covers of fictional stories and share **with a partner**  Make up the beginning of storylines based on titles and illustrated covers of fictional stories and **share with a partner**  **Story Telling (Retell)**  State actions of characters or describe events depicted in story pictures or wordless picture books in **small groups or pairs**  Tell stories from pictures or wordless picture books in **small groups or pairs**  **Supports**  Wh- questions  Modeling/repeating of sentences  Sentence starters and frames  Word/phrase banks  Illustrations/pictures  Concentrate on meaning rather than correctness  Provide opportunities for extended oral interaction through activities such as reporting and presentations  rwingrWhole group with scaffolding  T-P-S with guidance  Partners  Small groups | **Fiction**  Connect storylines to personal experiences based on titles and illustrated covers of fictional stories  Create original stories from series of pictures, wordless picture books, or personal experiences  **Story Telling (Retell)**  Create original stories from series of pictures, wordless picture books, or personal experiences  **Supports**  Discourse level sentence frames and models for high quality academic discourse (“When I \_\_\_\_\_\_\_\_\_\_\_\_ I always have fun because \_\_\_\_\_\_\_\_\_\_\_\_\_.”)  Insist on increasingly correct and precise language  Provide opportunities for extended oral discourse, increasingly inclusive of abstract thought  Whole group  Small group  Partners |

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| **writing** | **writing** | **writing** |
| **Rhyming Words**  Reproduce symbols, letters, or pictures of rhyming pairs **from illustrated charts or displays with a partner**  Pair rhyming words from **illustrated charts or displays with a partner**  **Folktales**  Copy words related to settings or characters in **illustrated folktales from word walls or big books**  Describe settings or characters in **illustrated** folktale**s** from **phrase walls or big books**  **Supports**  Draw and label  Draw then write  Cut, paste, label  Alphabet charts  Illustrations  Charts  Displays  Word Walls  Big Books  LEA –language experience approach  Graphic organizers  Keep simpe word journals- word and picture label level  Provide sentence examples and models  Concentrate on meaning rather than correctness of expression  Partners | **Rhyming Words**  Produce and organize rhyming words from **pictures on charts, displays, or graphic organizers with a partner**  Use rhyming words in phrases or short sentences from **illustrated charts or displays with a partner**  **Folktales**  Compare/Contrast two characters, settings or events in **illustrated folktales using graphic organizers** **with a partner**  Relate sequence of events to characters and settings in **illustrated** folktales **using graphic organizers with a partner**  **Supports**  Draw, label and write word/short sentence level  Short sentence models  Sentence starters/frames  Word walls/phrase walls  Pictures  Charts  Displays  Graphic organizers  LEA  Provide opportunities for journaling, report writing, and preparing presentations  Provide visually supported sentence- level frames and models for high quality academic discourse (“As a result of the interaction between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ ,…”)  Concentrate on student meaning to a greater extent than correctness of expression  Partners | **Rhyming Words**  Create original stories or poems using rhyming words in sentences from charts or displays  **Folktales**  Connect events, characters or morals in illustrated folktales to self  **Supports**  Charts  Displays  Word Walls/phrase walls  Word journals  Provide visually supported sentence- level frames and models for high quality academic discourse (“In accordance with our hypothesis, ….”)  Insist on increasingly correct and precise language |